

Stimulating vocabulary production in early childhood through ludic learning space adaptation
using Theme Based Teaching instructions.

Advisor:

Clara Inés González

Researchers:

Daniela Agudelo Largo

Daniel Fernando Calle Torres

Universidad Tecnológica de Pereira

Facultad de Artes y Humanidades

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Table of content

1	Introduction.....	6
1.1	Lit review	7
2	Justification.....	10
3	Objectives	13
3.1	Learning objectives	13
3.2	Teaching objectives	14
4	Conceptual Framework.....	14
4.1	Educating children	14
4.2	Ludic learning space	15
4.3	Theme Based Teaching and learning	16
4.4	Components	17
4.5	Lesson plan	17
4.6	Conclusion	18
5	Methodology	18
5.1	Context and setting	19
5.2	Participants.....	20
5.2.1	Students.....	20
5.2.2	Teachers	20
5.3	Data Collection Methods	21
5.3.1	Teachers' logs	21
5.3.2	Journals and portfolios	22
5.3.3	Resources used for the implementation of the classroom project.....	23
5.3.4	Ethical considerations for the execution of the classroom project.....	24
5.3.5	Obtain informed consent.....	24
5.3.6	Have a valid research design.....	25
5.3.7	Demonstrate respect for research participants at all times	25
5.3.8	Reciprocate with participants.....	26
5.3.9	Conclusion	26
5.4	Instructional design.....	26
5.4.1	Implementation	28
6	Results.....	30
6.1	Linguistic outcomes	30
6.1.1	Linguistic outcomes Strengths	30

6.1.2	Linguistic outcomes weaknesses.....	32
6.2	Professional Growth.....	33
6.2.1	Strengths and Challenges	33
6.2.2	Lesson Planning	34
6.2.3	Material Design.....	35
6.2.4	Learning strategies	35
6.3	Students' Responses.....	36
6.3.1	Strengths	36
6.3.2	Challenges.....	37
7	Limitations	37
8	Pedagogical implications	38
9	Conclusions and contribution to the field	40
10	Appendixes	41
10.1	Appendix 1	41
10.2	Appendix 2.....	44
10.3	Appendix 3.....	46
10.4	Appendix 4.....	47
10.5	Appendix 5.....	48
10.6	Appendix 6.....	49
10.7	Appendix 7.....	51
10.8	Appendix 8.....	53

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1 Introduction

The purpose of this document is to introduce a “Dramatic play corner as part of ludic space adaption in a preschool setting”, as a methodology for early childhood education in EFL students from 3 to 5 years old, outlined by Theme Based Teaching instructions in order to stimulate English vocabulary production at this early stage. To provide a better understanding some theories about the concepts, objectives, and implementation requirements will be addressed by establishing different authors’ points of view on the distinct matters. To start, when searching for a suitable strategy for teaching ESL or EFL vocabulary to young learners, first it is important to be aware of the methodology or strategy that is going to be implemented during the English vocabulary production process; in this case the use of a dramatic play corner with its belongings in a preschool classroom accompanied by Theme Based Teaching instructions. Considering the target population in which this project was centered, in this case early childhood; which was defined by the “Minister of education” in their document number 10, which states that specific aspects or features must be considered when guiding children in their physical and mental processes development such as language acquirement during their first years. According to (Muñoz, A, 2009) classroom organization divided by different ludic corners, are important methods that are implemented in special and early childhood education. In addition, (Zabalza, 2001) states that for having quality in the classroom, it should be arranged by different spaces or areas of knowledge in which children can develop and encourage learning. For instance, the improvement on vocabulary production, children’s necessity for participating and interacting, and the use of pretended exposure to real life experiences. To summarize, this classroom project aims to contribute to previous studies done either with the implementation of ludic techniques for stimulating English vocabulary production in early childhood.

1.1 Lit review

The purpose of this study was to create and adapt an atmosphere in which early childhood learners can integrate the first language vocabulary knowledge with the target language vocabulary basis using one specific ludic corner (pretending-dramatic play center), learning by playing using the language in a spontaneous and natural way in which they can comprehend English vocabulary via Theme Based Teaching instructions presented in real life scenarios. This type of methodology could increase and develop cognitive, emotional, social, and physical skills in children. There are several studies and theories related to those techniques and instructions that are helpful for children when introducing foreign language vocabulary in their early years. In addition to this, some studies that integrate the aspects that are relevant for guiding students in the process of learning a foreign language will be developed.

Regarding the integration of learning environment and playing experiences, a holistic method was proposed in which learning and playing were viewed as a unified and integral process of human learning and development. The concept of ludic learning space adaptation in this case implementing a ludic corner in the classroom, provides learners with a deep learning achievement through the integration of intellectual, physical, and moral values that provide opportunities for individuals to play, increase their creativity, and autonomy, as well as, to foster curiosity and capacity for experimenting; this based on (Muñoz, A,2009) who also mentions that the organization of the classroom including ludic corners are important practices that are used both in special and early childhood education. Two studies concerning ludic space adaptation and the implementation of ludic corners in the classroom will be presented and briefly explained. The first research article study was conducted in 2013 at the public school “Pare Catalá” in Valencia village, Spain; with the purpose of developing

autonomy and personal initiative by experimenting the interaction with ludic corners. The participants involved on this study were 4 years old learners of the class named “Los piratas” and the in-service teacher at the early childhood classroom. The class had 26 students in total, divided between 17 boys and 9 girls from different nationalities. On this study, the children experimented the learning process through the interaction with different ludic corners. The activities consisted on working sometimes on free play or guided tasks, in which the teacher acted as a facilitator, organizer, and dynamizer of the lesson. The data gathered for this implementation was a continuous process of self-assessment made through questionnaires answered by the teacher herself. This process revealed different learning benefits for children thanks to the adaptation and implementation of different ludic corners in the classroom; some examples found specially on the pretending play corner are that children learned team work, collaboration, and sharing, but one of the greatest finding was that the oral production was notorious and the children started to name each element from the corner accurately (Marín, D, 2013).

The second study, was a thesis project conducted in 2013 at the educational center named “El mundo del juguete” located in the city of Cuenca, Ecuador; the aim of this study was to adapt a specific area in the classroom that encouraged children to play, as well as, to create and provide suitable and didactic material with the purpose of awakening children’s creativity and the development of abilities in the following areas: cognitive, social skills, motor skills, and language production. The participants implicated on this study, were children from 3 to 5 years old with the guidance of an in-service teacher. On this study, the methodology of adapting a space with the proper material was implemented in order to allow children to learn autonomously, having the ludic corners as a fundamental learning acquisition tool. The data gathered for this implementation was the use of participation charts, observation as the principal assessment tool, and the ludic corner assistance by

children. The results showed that the adaptation of a ludic learning space separated by corners, allow children to develop new knowledge throughout real life experiences that with the appropriate material promote a significant learning generated by playing, as well, as, it helps children to comprehend their surroundings in a free, creative, and social way, having the pretending play as the principal mechanism of learning (Cumandá, L, 2013).

Concerning the methodology that will support the implementation of the dramatic corner in the classroom and students' perceptions towards it, Theme Based Teaching will be one of the main sources to decide and plan the themes that will be presented on the ludic corner; in order to improve students' speaking skills during the interaction or play time with it. Two studies regarding the methodology that will guide the selection of themes to be integrated on the ludic corner will be addressed. The first study was an (EFL) action research conducted in July and August 2013 at an elementary school located in Bandung village, Indonesia. The purpose of this study was to identify the improvement of young learners speaking skills based on the implementation of Theme Based Teaching instructions. The participants of this study were 32 second graders. Furthermore, the data were gathered through speaking assessments and interview. On this study, the students were expose to different themes that helped them to increase their speaking skills through the integration of vocabulary attached to a specific theme, in this case "Best Friend" theme. The findings of this study revealed that there was a significant progress in the students' speaking skill. In addition, the use of Theme Based Teaching for improving speaking skills in young learners, is a practical tool that showed improvement on each session, as well as, on different fields such as pronunciation, vocabulary, and grammar production (Lathufirdaush, F, 2013).

The second study was an (ESL) research study conducted in 2008 at a non-school setting in Hong Kong, China. The purpose of this study was to investigate learner's perceptions and the impact towards a Theme Based Teaching approach and children's level

of interest in an English course for primary learners. The participants of this study were 76 students and 12 course tutors enrolled on the “Revive my dreams Project”, the students were aged between 8 to 12 years old, divided among 28 males and 48 females. Furthermore, the data collection was gathered from both the children (through pre- and post-course questionnaires, and simple interviews) and by the course tutors (through questionnaires for the themselves). The major findings of this study revealed that Theme Based Teaching could not make learners more interested in learning English, unless teachers propose and develop interesting materials in their lessons, as well as, the themes of the course should be adapted to students’ language proficiency considering their needs and relevance for their daily lives.

To conclude, the studies cited above are related in the way how children acquire and improve their range of vocabulary in L2 through the stimulation of their prior knowledge in their mother tongue and their needs and interests for learning. This stimulation linked to a suitable Theme Based Instruction, lead an easier way to achieve vocabulary knowledge in English when they are exposed to a ludic learning environment, in which children can learn and integrate the terminology attached to a specific topic by playing, creating, imaging, and pretending on a dramatic play corner that was set inside of the preschool classroom.

2 Justification

An endless topic of discussion regarding what early childhood education concerns, deals with how the learning environment and extrinsic stimulation affects cognitive, physical, emotional, and operational development in kids. Since the paper “Mallas de aprendizaje de inglés” proposes an adaptation of the suggested curriculum named “Guía 22” that recommends and includes different standards on three skills (listening, conversation, and monologues) for preschoolers, it does not fit with the way teachers guide the English language learning session considering lack of preparation, children’s level, age appropriated material, and methodology for teaching a new language to infants.

Similar to this, (Amador, C.2011) express that the role of the government is to provide material and capacitate teachers for implementing English since preschool, as well as, teachers should be able to adapt a methodology that creates in students the necessity for communicate and interact with the language facing real life situations. This project emerged based on the necessity for creating experiential learning scenarios or ludic corners in which kids can interact and integrate their native language basis vocabulary knowledge with the L2 learning stimulation. All of this was accomplished by creative teachers that led the design of some experiential activities that were linked to a specific corner or theme in the classroom called dramatic play center.

The absence of those particular spaces or scenarios in which kids can integrate the first language with the process of learning the target language via a series of activities that increase children's new input in this case vocabulary, was the main requirement for adapting or creating the sense of having a ludic corner inside of the preschool classroom. Knowing how the spaces must be conceived, what appropriate material should contain each of them, what vocabulary items should be included on each, how the centers should be strategically located in the classroom, and what specific moment students would have the opportunity to use them.

Language stimulation and guidance in the first early years are key for developing children's identity, competences, cognition, physical development, and language acquisition. For this reason, (Amador, C. 2011) recommends that teachers and parents should take advantage of children's brain plasticity since it is the perfect timing for imitate, pronounce, and produce English language sounds; that is why it is important to start providing this language guidance from birth to the age of 5 five not in primary or secondary grade. Regarding this, the minister of education has designed a paper (guia 10 desarrollo infantil y competencias en la primera infancia), that relates specific aspects or features that must be

considered when guiding children in their physical and mental processes development. Even though Colombian government follows appropriate education and accompanying in early childhood stages, the absence of second language instructions is a barrier that does not allow certain population to receive and achieve bilingual education assistance. The most affected with this nonappearance are public institutions as well low-income kindergartens, most of the time the government equip the institutions with different resources in English, in order to facilitate the bilingual process, but the teachers are not familiar with the material or they are not capacitated on the English language field to use it in their classes. In addition, to the problematic, there is not a fundamental reason for becoming a user of the language and the most important issue is that there is not appreciation for the subject itself.

Based on the lack of opportunities for using the English language in a Colombian setting, it is necessary to stimulate users of the language since their very early years, all of these to conduct a foreign language production through their growing. That is why this classroom project intended to provide students with Theme Based Instructions that stimulates English basic vocabulary production, with clear objectives, appropriate methodology and suitable material, teachers designed and implemented a sort of lessons that increased and encouraged children's vocabulary production in the L2 achievement by hand of one ludic space (dramatic play corner) also called moments in Colombian early childhood educations; in which kids can internalize new vocabulary through an experiential learning.

These were accomplished through the construction and adaption of the dramatic play center, materials and activities were linked and mixed with the topic of the session by integrating it to the corner. Solving some of the previous gaps that Colombian education has in terms of bilingual education, designing and implementing appropriate methodologies for teaching English, is a good strategy for orienting learners in the way the goals and objectives

proposed by the government are accomplished for the upcoming years; due to the fact that, Colombian citizens need to take some opportunities for using the English language, they can communicate and enhance their language production and their cultural enlargement having as a reference comparable international standards “plan nacional de ingles” (2004-2019)

This classroom project is relevant for teachers that guide children in their learning and educational processes, at the moment of earning quality when orienting young learners. Implementing this type of implicit guidance, the use of ludic centers allows children to acquire those skills that are needed for making a connection between prior Spanish knowledge and new English input. One way to achieve good results when implementing ludic corners in the classroom is capacitating teachers in this area, designing and adapting the corners they may have in the classroom. All of these, accompanied by the use of simple English vocabulary instructions through a series of Theme Based activities will be the source for reach the goals proposed. Integrating the aspects mentioned above will allow kids and teachers to introduce English vocabulary into the classroom, enhance and encourage vocabulary production from students, and adapt this methodology for their daily lessons, themes, and routines.

3 Objectives

3.1 Learning objectives

- Use simple sentences to express needs and likes in oral interaction in real life scenarios.
- Select strategies to produce and internalize English vocabulary.
- Increase range of vocabulary for specific themes.

3.2 Teaching objectives

- Designing, implementing, and orienting material to promote the oral production in children.
- Encouraging oral production through the use of a ludic learning space in which children play and learn at the same time.
- To enhance the designing and the adaptation of materials that promote English vocabulary production in early childhood.

4 Conceptual Framework

Several concepts about how to guide children in their first early years are taken into consideration, using specific methods like Theme Based Teaching linking by (Cameron, L. 2001) who argues that although the content has to be linked with the subject there are several ways to plan the lesson, and ludic corners concerned by (Zabalza. 2001) who believed that “having quality in childhood education depends on specific classroom arrangement in which the spaces are divided or separated between different areas of knowledge, those methods are the main strategy to develop and encourage learning, as well as, they are relevant and required since they are the basis of our conducted study, they are also important because they work as a guide for us as pre-service teachers in development to conduct the implementation.

4.1 Educating children

An endless topic of discussion of what some studies state about how to educate children and how they acquire or develop the language are the ones that establish a similarity between the influences on educating children and stages of child development, based on this (Pestalozzi. 1801) believed that “all children are capable of learning, and the activities should focus on the manipulation of objects”, additionally it implies the use of hands-on activities, in this way of thinking, (Froebel. 1826) supports this study when he advocates “a play-based

learning environment by presenting stories, finger plays, songs, sewing and cutting”in the language classroom, another author that not just believed on Froebel’s theory, but also implemented on her first English speaking kinder garden was (Peabody. 1860) who included individualized instructions by adapting activities to the children abilities.

In the same fashion, (Dewey. 1896) complements Froebel by explaining that educating children should be supported through a child-center approach which consists on the idea of children learning by doing, he believes that children should explore their surroundings, also he encouraged the development of critical thinking and problem-solving skills. An important contribution to this theory was the one that talks about the cognitive development which emphasizes how children intelligence and thinking skills are evidenced into the different stages, kids are also aware of their own cognitive development, this according to (Piaget. 1926). In the same way, (Vygotsky.1978) thought that history and social influences outline intellectual abilities in which children use the language to organize their thinking. Based on the definitions mentioned above, childhood education concerns on how the environment influences their learning processes and how this should be structured in the different stages of children physical, emotional and operational development.

4.2 *Ludic learning space*

According to the way how children learn through real life experiences and hands-on activities, ludic centers are a great tool to develop and increase children performance and creativity in each stage of their early years. (Montessori,1978) established an approach which consist on working with early childhood students using materials located in specific areas of the classroom, ludic centers or pedagogic centers in which children learn through the practice; similar to what Montessori’s theory says, (Zabalza, 2001) believed that “having quality in childhood education depends on specific classroom arrangement in which the spaces are divided or separated between different areas of knowledge that accomplished

students' necessities and in which they can develop an autonomous learning and cooperative work".

Bringing those theories or utterances to a closer reality, the minister of education in Colombia has been trying to adapt or implement this methodology of using ludic corners inside of the classrooms such as (art corners and reading corners) at the public early childhood centers named (CDIs) "Centro de Desarrollo infantil", they came out with a project named "Desarrollo infantil y competencias en la primera infancia" (2012) which talks about child physical and emotional development and how a classroom for kids should look like and how it should be distributed to have an ideal environment to facilitate the learning process. It is pertinent to mention how those centers and the space are conceived inside of the classroom and the type of tasks they should include. For (Herr, J, 2012) the art corner should provide children with finger painting activities and color mixing tasks; on the other hand, small manipulative corners should provide children with blocks, legos and puzzles, it also says that a significant learning scenario should be the one in which kids go beyond using multiple experiences, that is why those spaces have to be challengers, well-structured, attractive and meaningful. Concerning to what was mentioned about ludic corners or pedagogic centers it is relevant to say that the ideal learning environment not just allow kids to master the content and indeed it but also go beyond through real life learning experiences in which children acquire content in an implicit way.

4.3 Theme Based Teaching and learning

In order to provide realistic and motivating uses of language, it is important to provide an education that goes outside of the textbooks in which the teacher is able to link the foreign language and other subjects such as art, math, science, and language that children can be autonomous when working on the different skills, in this way of thinking, (Cameron, L. 2011) argues that although the content has to be linked with the subject there are several ways

to plan the lesson in which the content is taught implicitly by using different methods in which the learning aim happens in a natural way; it does not mean that the course books have to be forgotten, the new vocabulary and the topic should be enriched by itself. Based on what was mentioned before, Theme Based Teaching has several strategies, components, and elements in which the teaching is divided. Regarding early childhood education and the importance of including themes to guide the lesson, organizing the lesson by topics helps young learners to link and enhance the use of English in the classroom (Cameron, L, 2001); as well it helps students to focus on varied activities that belong to a certain topic. An implication of this is that 4 to 6 year olds learners get bored easily with many topics, they need reasons to speak in English, they need exposure to chunks or pieces of language and they need a fun introduction of L2 vocabulary (Madylus, O, 2017).

4.4 Components

According to what was mentioned before, Theme Based Teaching has several ways to be implemented and used in the classroom such as: brainstorming ideas (spider grams), sub themes, and collection of materials that would be included in text, those texts will contain songs, rhymes, videos, stories, cd rooms, catalogs, etc. According to (Tony,1996) creating the mind mapping in order to develop imagination and association could improve memory and creativity, this is an important medium for helping children form concepts.

4.5 Lesson plan

Drawing a web or spidergram is a simple method for listing concepts related to a theme, it is also a planning tool or map that outlines major concepts related to it, theme helps teachers organized their planning and integrate state standards, according to (Mumford. 2000) a theme base lesson plan should be organized through sequences or stages in which the major focus is the linguistic aim, rather than the content. Regarding the previous information,

according to the *office of multilingual and multicultural programs (2008)* those stages have to provide and integrate a low anxiety environment for using the language, it also provides opportunities for students to relate the previous knowledge with new input, all of these is accomplished through content-related activities in which learner-teacher can focus on many aspects of one topic like: experiential, writing, games, reading, listening, problem solving, and interaction. That is why is pertinent to say that, good planning and preparation requires knowledge from teachers in order to know materials and resources availability and how can they be implemented to create a positive learning experience for students (Pelletier. 2000). (See appendix 1 on page 40)

4.6 Conclusion

To sum up, the concepts mentioned before are important in the way that each one of them have particular items that are helpful for this classroom project since a different but attractive methodology for guiding young learners in the vocabulary production on the English language was implemented. We created ludic space adaptations also named ludic corner related to a specific topic or area of knowledge like dramatic corner, using strategies of a theme base lesson in which the context was meaningful, interactive, and integrated in a student-centered learning setting.

5 Methodology

This chapter shows an overall description about the methodology in which this classroom project was outlined; variables such as, context, participants, design and resources were considered for guiding this project implementation.

5.1 Context and setting

This classroom project was carried out with preschoolers in one of the many public schools located in Pereira city named “Instituto Técnico Superior” primary branch. This school holds an agreement with a public university “Universidad Tecnológica de Pereira” in which students from last semesters of “Licenciatura en Bilinguismo con énfasis en Inglés” conduct their teaching practicum. The English teaching at this school is outlined by the standards designed in Colombia named “Guía 22”. This classroom project was implemented during a period of two months and a half, guided 3 hours per week in which the English lessons were designed and implemented by the practitioner and the observer. It is pertinent to mention that although preschool grade is not included in the standards for teaching English in Colombia “Guía 22”, the practitioner and the observer planned the lessons based on the standards or competences of the school named “Formación en competencias laborales generales”. This guide includes the skills or competences that a preschooler should develop during the period.

As it was mentioned before, this is a public school one of the many institutions that offer free education in the country. Concerning the strata of the neighborhood where the school is located; “Ciudad Jardín”, it oscillates between 4 and 6 strata. Regarding the staff and teachers that work at the school, there are 6 teachers in the morning and 7 in the afternoon; all of them teaching different subjects including English; however, none of them holds a degree in a second language program. As a regular public school in Colombia, “Instituto Técnico Superior” Sede Primaria embraces its well-structured PEI. The philosophy of the school is divided in mission and vision. Regarding the vision of the school, it intends to project students towards science and technology that goes from the regional, national, and international conviction from the political, social, and economics context. As well as, the mission of this school is to form individuals that take part of important roles in society, with a

critical but constructive point of view, that helps to build a better civilization for future generations.

5.2 *Participants*

Considering the participants involved in this classroom project implementation and the roles each one will be developing in the process; some descriptions will be displayed.

5.2.1 Students

The participants of this classroom project were young learners in a range of age between 4 to 5 years old, 30 learners in total involved in the classroom project; learners were distributed between 13 females and 17 males who are Spanish native speakers with a non-defined level of proficiency in English language. These learners were immersed on the literacy period development in the mother tongue. Talking about the literacy period, which is the ability for understanding numbers, language (reading and writing), and computers. These participants were starting the process to recognize symbols (letters and numbers) but they do not know how to write, read, count without seriation of numbers or even spell their own names.

5.2.2 Teachers

The role of the teachers for this classroom project was to conduct the lessons based not only on the suggested curriculum of the school, but also implement the theory proposed by the classroom project. Teachers of this classroom project were practitioners from 9th semester of “Licenciatura En Bilinguismo con Énfasis en Inglés” from Universidad Tecnológica de Pereira. The facilitators in charge of this classroom project implementation, divided the work between material design, observation reports, creation of journals, and orienting itself. It is important to mention the role of the observer since he was the one in

charge of keeping records of the classes taught, the implementation of the theory and the objectives proposed in the classroom project, the complexation of formats, journals, and educational video recording to complete the execution.

5.3 Data Collection Methods

5.3.1 Teachers' logs

Assessment

For this section of this classroom project, having in mind the backward approach in which is necessary to make emphasis on student's linguistic outcomes and their learning production, the assessment part played an important role to accomplish this execution.

Regarding the type of assessment that was used to evaluate student's vocabulary production, three different types of assessment were applied: check lists, participation charts, and visual documentation using technology such as recording or photographic were some of the sources to check and confirm not only student's linguistic outcomes, but also students physical and cognitive development. It is pertinent to define each type of assessment that were applied on this execution:

- **Check list:** Check lists are designed to record the presence or absence of specific tasks or behaviors, they also could be designed to check any developmental domain like physical, social, emotional or cognitive, besides, they help when observing child individual work or children group work. For this implementation, "Class Dojo" which is a free technological device application designed for teachers, schools, and parents will be used in some of the sessions in order to keep an effective classroom management. The mission of this app is to create amazing

classes by keeping record of students' progress and behavior during the lesson.

This app was created by Don, L (2011) in United Kingdom. The purpose of this app is to give feedback in real time situations, reporting students' behavior, and sharing the information with parents. (see appendix 2 on page 42).

➤ **Participation chart:** This type of assessment can be developed to collect information on specific aspects of children behavior, it has a variety of uses in the classroom for instance they can determine children's activities, preferences during self-selected play (ludic corner), depending on students' needs the teacher adapted and designed the material and the center that was more appropriated to increase student's production. (See appendix 3 on page 43).

➤ **Visual documentation using technology:** Refers to collecting, photographing, or video collecting samples of child's work, work that captures learning and development. Visual documentation provides a visual record that can be studied.

When integrating, the assessments mentioned above in the lessons, we identified students' strengths, students' weaknesses, and students' production in terms of linguistic outcomes. Also, these types of assessment helped us to improve many aspects for having better results and making a detailed analysis that led us to accomplish the goals prescribed. (See appendix 4 on page 43).

5.3.2 Journals and portfolios

When implementing a lesson, it is necessary to reflect critically the effectiveness of experience and guidance provided by the teacher based on students' responses to check if they were appropriate or not. In this way of thinking, Halliwell, (1992), states that the initial

point for teacher development is the experience, but in order for experience to play a relevant role it is necessary to examine such experience systematically.

To reflect there are several instruments that we as pre-service teachers can take advantage of, to observe our performance, the course of the lesson, and the achievement of goals proposed. Students artifacts which are students' tangible production or evidences and personal portfolios for the teacher with a collection of students' relevant work were some of the instruments for analyzing the effectiveness of this guided implementation.

As it is mentioned above, the main instrument for reflecting about the effectiveness of this classroom project was the use of a portfolio in which the teacher collected materials as part of the ongoing assessment, the contents taught and some samples of students 'work. This type of portfolio helped the teacher to document and storage student's production during the sessions, accomplishments, and progress over the time.

To sum up, the process of assessment and reflection for students and teachers were linked together in order to provide a detailed analysis of what is going good or what has to be reinforced for future sessions. This gave us a guideline for implementing the project at the moment we made decisions, improvements, and when we set new strategies for stimulating foreign language learning in students. (See appendix 5 on page 44).

5.3.3 Resources used for the implementation of the classroom project

In order to carry out this classroom project, different materials and resources were designed to conduct the activities and the lesson. As it was mentioned in the Instructional design section, for this stage of the session suitable material and activities were developed with the appropriate supplies. For the situation or introduction part, videos, songs, and stories were some of the elements that were adapted depending on the lesson's theme. As well as, for the guided practice stage, games, kinesthetic, and ludic activities such as (sorting games, matching activities, flashcards, treasure hunts, art crafts, and worksheets) were some

components to accomplish this stage. In addition to this, the free practice stage, the dramatic play center was located in a corner of the preschool classroom, the items placed on it were fake and homemade, and they changed every week depending on the upcoming topic of the session, the dramatic play center includes (fake money, flashcards, baskets, cashier machine, and products). To complement the lessons, technology resources (devices and apps), were used regarding the type of lesson and the items it required.

5.3.4 Ethical considerations for the execution of the classroom project

When developing an educational project or research, certain ethical aspects must be considered in order to avoid harming to the people involved. Some elements must be taken into account at the moment any academic research is conducted. People interests, dignity, credibility, and reputation are some of those elements that frame the ethical structure of this intended classroom project. According to Landkshear and Knobel (2004) the ethical principles and considerations when conducting a project or research are the following ones: Obtain informed consent, have a valid research design, demonstrate respect for research participants at all times, and reciprocate with participants. All of these aspects will be developed through this paper.

5.3.5 Obtain informed consent

Informed consent is linked to the awareness participants have facing the project. This type of data has to do with student's attitudes, practices and self-perception of the study; it also deals with the consciousness of the general aim of the project, what is it about, and the implications it must carried out. Besides the absolute knowledge of the target population that would be involved must be considered as the project is thought for young learners, certain requirements were followed. A formal consent letter was signed by students' parents or tutors, in which the general aim of the project was clearly stated, what practitioners were

supposed to do with participants, and why and how the project would be conceived were explained in detail with a clear language.

5.3.6 Have a valid research design

Students or participants must be aware on how a project is developed, it also needs to be relevant for the participants as well for the ones who are in charge of the project designing. According to Mertens (1998), it is very important that the project provides a relevant contribution for all the ones involved in it; this is important for a classroom project that is strongly related to early childhood. Since everything associated to children must be taken carefully and professionally, participants were conscious of what was going to happen throughout the lesson, even though they did not understand it in detail, as well parents were aware of the purpose of the project and considerations involved.

5.3.7 Demonstrate respect for research participants at all times

This section means that practitioners must respect participants and the project they are carrying out. Thus, practitioners were polite to participants; this allowed students to feel comfortable and free to answer honestly and collaborate with the development of the project. Participants' privacy is key when developing an intrusive project like this, for this reason asking personal information or personal aspects about their lives was not necessary or even had nothing to do with the classroom project. Besides it was important to demonstrate that our classroom project was useful for students, the school, and teachers. It is also important to mention that the implementation of this project was not a form of exploitation and that it was significant merely for the classroom project itself.

5.3.8 Reciprocate with participants

It is important that practitioners who are in charge of the project or research provide a type of returning favor to participants, this in order to create and maintain a sense of mutual identification, this according to Glesne and Peshkin (1992). Besides it is well known that performing this type of act demonstrates that the researcher is honoring the contribution of participants rather than taking it for granted, that is why it was significant to design different types of extra activities that participants and parents like such as (crafts, field trips, and holidays related to the topic) In addition to this, creating an event that welfares participants was a good idea to made them feel part of the project. In other words, honoring participants' actions is a way for establishing a good relationship between them and the essence of the project. This was accomplished through some positive reinforcement like (praising, giving points, and giving compliments).

5.3.9 Conclusion

To sum up, there are many relevant ethical considerations when developing a research or classroom project, as well other aspects that were significant depending on the research or classroom project. All of these considerations contributed significantly to our classroom project development in the way elements were conceived, thought, and designed. (See appendix 6 on page 44)

5.4 Instructional design

For this classroom project, the teacher took advantage of the Backward approach for implementing and designing the lessons which were developed through a series of experiential activities based on Theme-Based Teaching methodology, that followed different steps (Situation, guided practice, and free practice).

This classroom Project was outlined under the backward design approach, in which the outputs or outcomes come first after a learners' needs analysis was made by the teacher. Following Wiggins and Mc Tighe (2006), backward design starts with a detailed analysis of expected results, suitable teaching activities and themes are consequent from learners' results. For this classroom project, the lessons were developed through a series of hands-on activities based on Theme-Based Teaching methodology accompanied by the use of the dramatic play center, in which children integrated native language vocabulary with the target language.

Taking into consideration that themes were developed through a series of sequences using hands-on activities, it was pertinent to adapt the implementation of a Theme Based Lesson components which are (situation-theme, guided practice, and free practice). Theme Based Teaching joined by some aspects from Montessori approach were our focus for this classroom implementation, in which the main goal was to obtain students' results. According to Larry, K (2012), there are 3 stages for guiding a second language lesson. The first one is the situation or introduction to the new topic in which the teacher is going to present and relate students' current lexical concepts with new English lexical knowledge. The second stage that Larry proposed is the guided practice step, in which the teacher provides the input that is going to be master using a series of experiential learning activities to give different opportunities for children practice the theme oriented before. The last stage of this structural methodology, is the free practice stage, where children relate and recognize the vocabulary taught and apply it to a different concepts or elements that are presented in the dramatic play corner. At this final point, based on students' responses the teacher assessed students' vocabulary production relating it with what has been taught.

To close, the methodologies and the procedure mentioned above for guiding English learning, integrate all the components that were appropriate for implementing this classroom

project, in which the main goal is the accompanying of young students in their second language vocabulary learning process.

5.4.1 Implementation

The aim of this classroom Project was to create and implement a sort of ludic centers or pedagogical corners founded on Theme Based Teaching Instructions at a school named Instituto Técnico Superior- primary branch in the City of Pereira; in order to make children internalize the English language vocabulary learning or specific topics that are usually presented in their surroundings, thus, children were able to increase, manage and deal with some aspects that are part of their learning process and that are frequently presented in real life situations. The features mentioned above, helped us to create and develop the sense of independency, ludic learning, and daily-living exercises in which children integrated different skills when producing second language vocabulary. In this way of thinking, Dewey (1896) believed children should be able to explore the world around them, he also encourages teachers to consider children's needs and interests that allows children to develop critical-thinking skills and problem-solving skills.

Following the scheme presented before concerning ludic environment, this classroom project was focused on the strategies proposed by Montessori. Students were exposed to a different and innovate way of guiding and stimulating English vocabulary production in children. As a result, learners achieved lexical knowledge of specific themes that are current in their daily life and provide a significant input for them. This was completed through the implementation of the actual classroom project in order to check if the method offered was effective or not in relation with English vocabulary guidance.

The procedure used for this classroom project was grounded on Theme-Based Teaching instructions accompanied by the Montessori principle. First, learners were exposed to a set of topics according to their needs considering the topics they were learning at the

moment in their mother tongue. After the selection of topics was made, the new themes were introduced through a suitable activity in which students were exposed to new input (weather conditions, clothing, color-mixing).

For the second part of this execution, students practiced a series of age and language-appropriate activities expressing and developing the chosen theme having available the proper material, suitable activities and resources that each ludic center provides. It is pertinent to mention how the centers were conceived depending on the type of material and supplies that it implies. The main objective of implementing the dramatic-play corner was that children internalize and enhance the second language vocabulary production by learning by doing through hands-on activities implicitly, in order to produce certain vocabulary that each item in the scenario provided. Having in mind that each student has his/her own cognitive, physical and emotional level and via of learning. To support this, Montessori (1990) establishes that the main objective of the Montessori approach was for children to “Learn how to learn” in a prescribed environment in which the instructional material is provided by the teacher in a prescribed sequence related to the children’s physical and mental development.

Eight implementations were carried out by the practitioner and the observer, these were performed during the first teaching practicum of the program “Licenciatura en Bilingüismo con énfasis en inglés”, that were implemented at the preschool classroom at “Instituto Técnico Superior” primary branch. The implementation was done on Tuesdays and Thursdays with an amount of 1 hour and a half minutes per session.

6 Results

6.1 Linguistic outcomes

For this chapter, the strengths and weaknesses that were identified regarding the linguistic outcomes obtained from three implementations vocabulary production and retention, use of sentence frames, and integration of ludic space were some of the fields that revealed what children are capable to perform or not.

6.1.1 Linguistic outcomes Strengths

Concerning vocabulary production, learners were able to say and recognize some of the vocabulary presented in the previous class without switching to Spanish, (colors, fruits, greetings), for instance: red, green, orange, blue, and yellow; fruits such as orange, banana, pear, strawberry, and blueberry; and some greetings for interacting and asking for a product at the moment students went to the pretending dramatic play corner like: *Hello, bye, how are you? - I am fine thanks*. Some learners, associate the meaning of words with the object or image, and example of this is when learners point to the object or flashcard requested, when teacher showed students flashcards about fruits and asked them to say *stop* when they saw a fruit teacher previously mentioned. Similar to this, (Cameron, L. 2001) proposes that it is surprising the influence that timing has over infants when they are learning to point out objects or people. Besides, the author states that well-supported research has shown increase in the amount for acquisition of nouns for naming objects.

Regarding vocabulary retention, it is relevant to say that some students are better retaining new words than others, as it was evidenced in the class, when teacher introduced new vocabulary and expressions at the beginning, some of the students were able to use, say, and recycle the vocabulary for the dramatic corner interaction moment at the last step of the session. Besides, they showed desire to participate by saying random but accurate words in

L2 from previous topics as an example, while teaching cinema terminology (soda, popcorn, movie, cinema, and ticket), learners participated by saying the colors of the flashcards shown; when teacher presented the picture of a ticket, students said “*yellow*” expressing the color of the imagen instead of its name.

In relation to the use of chunks or sentence frames learners could use the fragment “I want a...”, since its use had a realistic purpose for them, that makes them aware of the last step of the class which is the free practice and pretending play. (Cameron, L. 2001) states that foreign language teaching should be related with real life, and teachers must promote the role of imagination and fantasy in the classroom which stimulates children for using the language. For this reason, a pretending or dramatic play center was designed and set in the classroom, it changed its theme every week, this corner emulates real situations and places in which people interact daily, those spaces allow kids to use expressions and vocabulary from the target language; to exemplify this, expressions and chunks people use when asking for food in a pizza setting: “*I want a pizza please*”- “*Teacher more cheese*”.

For the last stage, which is integration of ludic space, learners were able to comprehend the purpose of the dramatic corner automatically, as well as, learners associate the performance and interaction from previous lessons with the actual one.

The reason why the implementation and integration of a ludic learning space (dramatic play corner), in a Theme- Based lesson, relies on several aspects. For instance, learners are able to decide what type of vocabulary they would like to produce on the next session, this thanks to the use of a webinar which is similar to a spidergram drawn on the board that helps students decide between two different topics of interest for them such “going to the cinema or pet store”. The flashcards and visual aids such as videos, books, and drawings are used to make them associate L1 with the target language. That is why is easier for learners to produce English language vocabulary. Combining retention and the use of

prefabricated expressions when interacting in the dramatic corner, makes learners enthusiastic to perform realistic situations in which they can use the language by recalling vocabulary. The need to communicate makes learners to find some way of expressing themselves.

6.1.2 Linguistic outcomes weaknesses

Few aspects concerning the vocabulary retention and production appeared not to be very effective on these three implementations. To start with, language interference with L1 and L2 were presented at the guided practice stage leading the confusion to the free practice and production stage; for instance, learner said: “I want strawberry red”; this allowed us to analyze that children copy the same grammatical structures we use in Spanish for English language, when they put the adjective after the noun.

Another issue presented through the lessons was shyness, learners were ashamed to speak in English due to the lack of pronunciation and the fear to make mistakes as they expressed it to the teacher; an example of this, learners said “Teacher, me da pena, yo no se”. Rejection towards English, in this class is usually evident, it creates a barrier between the L2 vocabulary input teachers want to introduce; as evidenced, same learners class by class are not willing to participate because they express English is not fun (dislike facial expressions or reject words towards English). Furthermore, although is a good strategy to establish similarities with words in Spanish and English vocabulary, sometimes learners assume the meaning of a word by adding or deleting letters to it. For instance, learners said “*Manzan*, *color verd*, and *popcorns*”

Consequently, the integration with L2 vocabulary input and the dramatic play corner implementation has shown some difficulties and variations during the sessions; to exemplify this, sometimes few learners do not remember the phrases and words they must say for pretending and interacting with the corner. This occurs because of anxiety (not being able to

play and get involve in the activity) and also the expectation of what is going to happen next. Some learners at this point of the session are more motivated for the rewards (food, movies, and painting) rather than producing the language itself.

6.2 Professional Growth

For this chapter, different aspects that generate impact in our professional growth were identified through the implementation of this classroom project; aspects such as, classroom management techniques, lesson planning, material design, limitations, personal growth, and learning strategies will be developed into strengths and challenges for this project execution.

6.2.1 Strengths and Challenges

Classroom Management.

Concerning classroom management techniques, as teachers were working with preschoolers, the ground rules of the class were established from the beginning of the implementation. The ground rules were simple and concrete due to the population also they were emphasized at the beginning of some lessons when necessary. For the second implementation label the tables with numbers was a grouping technique that helped to organize and engage students. Regarding time management, the activities were designed to change every eight or ten minutes according to population needs, sometimes it lasted more than expected due to students' responses. Disruptive behavior issues were identified in most of the implementations, to illustrate this, in the third implementation, while teacher was giving worksheets, colors, and tools for the upcoming activity, students started running, yelling, and fighting around the classroom; for this reason, she used the whistle to calm down students but they got even worse. On the other hand, the implementations of this classroom project were meant to be for stimulating students' oral vocabulary production and use of

simple expressions like (*I want, I like*) combined with greetings and real-life situations' terminology. Due to the population and their A1 English level, most of the implementations relied on teacher talking time when providing input and at the end of the session when students' language use time.

6.2.2 Lesson Planning

Regarding lesson planning and its features, inclusion of standards was a little bit challenging for creating themes that fit on each implementation. Although the paper "Mallas de aprendizaje de inglés" made an adaptation of the suggested curriculum "Guía 22" that suggests and includes different standards on three skills (listening, conversation, and monologues), teacher decided to use the standards created by the school that are divided between (ser, saber, hacer, and saber hacer) and teacher also created the indicadores de logro based on themes according to the project implementation. The lessons were divided into four stages of development, warm up, situation, guided practice, and free practice according to a Theme Based lesson design. For the situation stage, the theme was introduced through a story, song, video that reflects the vocabulary and the events for the general theme. For the guided practice stage, teacher present the intended vocabulary using flashcards, worksheets, use of the board, and ludic games; all of these to provide enough input for the free practice stage. On this last stage, which is the core of this classroom project, students pretended and interacted in different real-life scenarios (dramatic play corner) that changed every week depending on the upcoming topic of the session, at this free practice stage, students were allowed to reproduce the vocabulary learnt before. The pacing of the activities was smooth, transitions like songs, movements, games, and commands were planned to be ludic and fun for students. Regarding lesson planning elaboration, some challenges appeared during its construction, searching and adapting an appropriate standard from the ones stated on the school curriculum and the Colombian government guidelines for teaching English to young

learners, in addition, choosing a topic in which its implementation did not lead to a time consuming material design and classroom adaptation; were some of the issues that made the implementation somehow challenging.

6.2.3 Material Design

The process of designing material for this implementation was one of the most important elements for achieving the objectives on each session. New material was created for developing the whole project, as well as, material was recycled for some activities. For the creation of the dramatic play corner, carton board, boxes, glue, colorful papers, images, and fake items were used depending on the theme (grocery store, pizza place, aquarium, zoo, toy store, and cinema), all of these items were printed or handmade. Regarding material design for the rest of the activities, worksheets, crafts, bingo cards and flashcards were also created depending on the task. The use of visual aids was key to accomplish this execution. For the last implementation, a digital story with real characters from the classroom was designed “A toy story”. Besides, the use of a digital tool for keeping discipline records in the class named “Class Dojo” which is a free application designed for teachers, schools, and parents. On the other hand, material design was one of the hardest part to accomplish during this execution, since it required, durability, creativity, investment, caring, flexibility, and safeness. To conclude, most of the material and sources used, were designed and adapted based on students’ needs, learning styles, appropriate age, and teachers’ needs. (See appendix 7 on page 47).

6.2.4 Learning strategies

The learning strategies used for this execution, helped students to internalize English language vocabulary, some of these strategies relied on making students to challenge their memory by using a webinar (spidergram) drawn on the board which helped students to say

the vocabulary learnt on previous themes without any visual aid or any support rather than their memory. (See appendix 8 on page 47)

Another strategy used in some occasions, was the use of flashcards and realia to make students associate the word with the image. In addition to what was mentioned before, ludic games and pretended spaces were the main tool for making students interact and learn the new terminology in an implicit way

6.3 *Students' Responses*

For this chapter, the strengths and challenges that were identified regarding students' responses towards the implementation of the project, the process of learning English vocabulary, their participation and activeness in the classes, and the affective factors that influenced the process of learning a foreign language by using a different methodology in a preschool classroom.

6.3.1 *Strengths*

Concerning students' responses to the implementation of the themes, students were motivated to take part in their learning process by having the choice of deciding which theme they would like to learn on upcoming sessions. Some students were very active when proposing creative themes with vocabulary they are interested to learn. Student's participation on this implementation was key for observing, teaching, and obtaining results, for instance, students were active and willing to interact and participate in most of the activities proposed each session, different from other students that showed some rejection to the English language use in the activities and in their pretending play time. For this reason, teacher decided to approach the students that were having difficulties with the use of L2 in the classroom and discuss their rejection to English and both teacher and learner agreed on be more active, make efforts, and ask for help when needing understanding of themes.

Regarding the engagement, interest, and motivation towards the lessons, the majority of students accept themes on the expected way, to exemplify this, students completed the worksheets, followed the songs and commands appropriately, participated actively, got motivated for competition (get points, stars, and good qualification on the Class Dojo app), and interaction in the dramatic play corner. Besides, material designed played a big role in students' motivation, since it was attractive, didactic, age appropriated, and fun for learners.

6.3.2 Challenges

Considering challenges towards students' responses facing the implementation, some students were not willing to participate because of their shyness, anxiety to use English, lack of motivation, and negative attitude. This could be observed when some students said, "teacher no me gusta el inglés", "teacher yo no sé como decirlo", "teacher me da pena hablar", and some other feelings students expressed when facing English talking time, for instance one student in particular showed some negative body language on first sessions. Based on this, teacher decided to talk to him and find the cause of his behavior and motivated him by saying he was really good at vocabulary retention, participation, and themes choosing. After all, we may say that this implementation with highest and lowest points, showed a significant impact on students learning as well as on teacher's development since the main goal of this execution was propose an innovative methodology that helped to supply English language basis on an early childhood population and it was well received by participants.

7 Limitations

Considering some difficulties that interfered with the project execution, several aspects such as noise making, class cancellation, interruptions in general, and some other limitations will be developed. To start with, noise making was one of the main interferences

that blocked the sequence of the lessons, for instance, the informative speaker located in the classroom did not let teachers to talk and continue with the class, it also was turned on most of the implementations which caused disruption and distraction that did not leave themes and activities to go ahead.

On the other hand, class cancellation was a mayor issue when implementing the project; due to the fact that, at least four lessons were not taught, this generated a delayed on the course of the execution. An example of this, was that some in-service teachers from the school had labor union meetings, strikes, and personal matters.

Regarding interruptions in general, while themes and activities were being implemented, students from other classrooms knocked the classroom door many times during the session, this affected students' concentration and teacher talking time. Concerning other limitations that affect the course of the execution were that, although the material designed for the implementation was key to conduct it, its durability, fabrication, and usage were some of the factors that lead teachers to take preventions to keep and take care of the material itself, by warning children about its importance, purpose, and role in the classroom.

8 Pedagogical implications

This classroom project allowed the practitioner to implement a ludic learning space adaptation for stimulating vocabulary production in early childhood population in Colombian preschool classroom; it allowed pre-service teacher to set some pedagogical implications that will be helpful for future implementations, adaptations of the study, or even more researches on this matter. Thus, several pedagogical implications confronted on this execution will developed.

To start with, although the policies and instructional material that provide sources and standards for guiding English in the preschool classroom have been established, there are not committed or even prepared teachers that orient the foreign language learning in the

preschool classroom considering children's age, level and necessities. Nevertheless, the positive findings regarding linguistic outcomes obtained during the implementation of a dramatic play corner demonstrated that it is possible to continue with the stimulation of vocabulary production on preschoolers at any public institution even if the learning environment and techniques are not the suitable ones.

At the same time, students were exposed to the stimulation of vocabulary production in L2 during the interaction with the dramatic corner facing real life situations in 2017, it was possible to create a simultaneous process in which the integration of current themes seen in Spanish with the English vocabulary production were linked together. This was conceived through the implementation of different techniques that contributed to the development of fine and gross motor skills. Those techniques contributed to the cognitive and physical development on participants; some of those techniques were painting, crafting, color mixing, sorting, dot joining, matching, singing, dancing and command following. With the integration of the dramatic play corner interaction, the use of resources, and hands on activities previously mentioned, the terminology was successfully internalized.

To conclude the guidance of English at early age can benefit children in the acquisition of a foreign language that accompanied by a suitable methodology can help them with their cognitive development. Based on the execution and the outcomes obtained, it is possible to say that one way to achieve this is with the implementation of different but innovative techniques that generate an implicit learning environment in which children can integrate what they already know in their first language with the themes presented in the target one. Nevertheless, this process requires appropriate resources, trained language teachers that compromise with the guidance of English from preschool period in order to provide bases to continue with the process of bilingualism in Colombia.

9 Conclusions and contribution to the field

This classroom project emerged with the purpose of stimulating English language vocabulary production in early childhood, which was conducted, on a preschool setting implementing the use of a dramatic play corner located in the classroom. During this execution several positive and negative aspects were identified. Those aspects will be addressed below in the upcoming paragraphs.

To begin, it is important to consider relevant aspects for implementing a methodology successfully. For instance, with the integration of a dramatic play corner in the classroom different features should be considered. The dramatic corner integration should incorporate reality closeness, material durability, and context adaptability. In addition, the classes should be contextualized, well planned, related to students' previous knowledge, and the most important that provides an interactive environment in which the vocabulary production could be increased.

Regarding positive aspects, the goals proposed for implementing the execution were successfully achieved as the results showed an increase in children's vocabulary production developed through a series of themes. Another positive aspect to highlight, is children responses towards the integration of the dramatic play corner in the classroom, as students showed willingness, activeness, enthusiasm to interact and pretend in the corner stage.

On the other hand, few negative aspects emerged with the creation and implementation of the dramatic play corner, for instance the elaboration of homemade material for the corner and its items was time consuming for teachers, the adaptation of the space inside of the preschool classroom, and the caring of the material designed.

In this sense, this project supports evidence in the stimulation of English language use on early years with the use of an innovative methodology that was attractive and meaningful for students; the integration of a ludic learning space named dramatic play corner. The use of

such methodology accompanied with the suitable themes, appropriate resources, and hands on activities led children's vocabulary production, gross and fine motor skills development to an improvement of a foreign language acquisition.

10 Appendixes

10.1 Appendix 1

Lesson plan

Implementation of dramatic corner-cinema vocabulary

Date of the class: April 20 th .	Class Number: 9
AIM: By the end of this lesson, students will be able to say and recognize useful vocabulary for going to the cinema such as (cinema, ticket, movie, popcorn, and soda).	
Estándares Básicos de Competencias (MEN): Estándar General: Participa de dramatizados y bailes. Estándares Específicos: Dramatiza profesiones y oficios de su entorno. Indicadores de logro: Reconoce vocabulario de un lugar-servicio en particular.	

Assumed Knowledge: Greetings in L2, asking for (<i>I want a</i>), cinema vocabulary in L1.			
Materials: flashcards, video “Going to the cinema”, dramatic play corner, popcorn machine, and movie “Finding Dory”.			
DAY/STAGE/ ACTIVITY/TI ME	PROCEDURE TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENT S

Warm up			
5 minutes	T will ask Ss to follow the commands. T says and	Students do not	
5 min	does. (stand up, hands up, jump, wiggle....) The	follow the commands,	
	person who failed or doesn't follow the commands	teacher will model	
	T will sit them down on a chair.	how to do it.	
Situation	T will draw a web on the board with the possible	Students have trouble	
15 minutes	topics students would chose for next session.	deciding which topics	
		to choose, teacher will	
		give them at least three	
	Teacher will introduce the topic of the class by	options to decide.	
	showing a video "Going to the cinema", then		
	teacher will ask some display questions about it,	Students miss	
	<i>what are they eating?</i>	understand the	
Guided	For eliciting information.	instructions even in	
practice		Spanish, teacher will	
10 minutes		give some examples	
	T will show some flashcards about cinema	and model what they	
	vocabulary (movie, cinema, tickets, popcorn, and	must do.	
	soda), encouraging Ss to say the names.		
Free practice	Teacher will present the items of the dramatic	Students do not follow	
45 minutes	corner, she will pretend to be the ticket seller of a	the rules for the	
	cinema, Ss will pretend to be the costumers buying	dramatic corner	

EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER:

The dramatic play corner, will be located in a corner of the preschool classroom, the items placed on it will be fake and they would change every week depending on the upcoming topic of the session. All of these will be presented in order to implement the classroom project.

Note: This lesson plan sample refers to a lesson given on the implementation of the classroom project, it provides the kind of activities, standards and implications developed during the execution process.

10.2 Appendix 2



Figure 1: Checklist for keeping students record in discipline, production, and rewards.

Dar feedback a Anny



Figure 2: Checklist for keeping students individual record.

10.3 Appendix 3

Participation chart

Production during corner interaction moment

Tested áreas				
	Emili	Jean pierre	Cristal	Thiago

Pronunciation= P	P			P
Pretending play= Pp	Pp	Pp	Pp	
Language use= Lu	Lu		Lu	Lu
Tool use=Tu	Tu	Tu	Tu	

Note: Chart sample to check students' participation and activeness during the stages of the pretending play. Students' names were changed to protect their identity.

10.4 Appendix 4



Figure 1: Dramatic corner interaction Zoo day topic.



Figure 2: Hands-on activities for developing gross motor skills.

10.5 Appendix 5

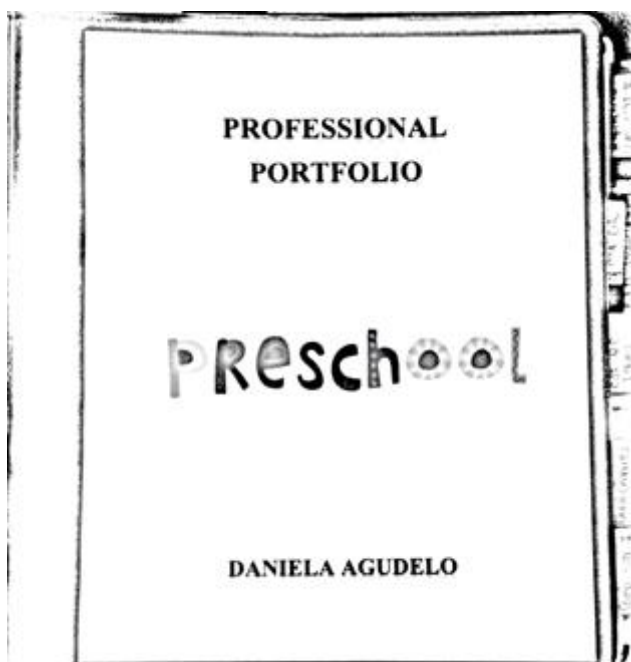


Figure 1: Teachers' personal portfolio for keeping students' work pieces.

10.6 Appendix 6

Apreciados padres/tutores

Estoy solicitando muy amablemente su consentimiento para que su hijo sea parte de un estudio relacionado con aprendizaje temprano de lengua inglesa (vocabulario y su uso en situaciones) el cual voy a llevar a cabo en el Instituto Técnico Superior De Pereira.

El nombre del estudio es “introducing vocabulary to early childhood through ludic learning space adaptation using Theme Based Teaching Instuctions” (enseñar vocabulario a través de centros de escenarios ludicos). Este se enfoca en la enseñanza de vocabulario a través de un método innovador a los que esta acostumbrados los niños. En el estudio se podría usar materiales para grabar la voz y la imagen ya que los niños interactuaran y hablaran durante sus actividades diarias de habla y rutina. A los niños no se les pedirá que hagan ninguna actividad especial. Las grabaciones ocurrirán durante las mañanas una hora cada jueves y viernes.

Los nombres de los niños serán removidos de los documentos y/o anotaciones que se resulten de la implementación.

Como parte de un proceso ético de este estudio yo aseguro que:

- El niño completara sus actividades de aprendizaje diario de manera usual
- El estudio no interferirá con el aprendizaje del niño
- Ningún niño será identificado o nombrado
- El niño no será testeado o evaluado
- Usted podrá sacar a su hijo del estudio en cualquier momento, si decide sacar a su hijo del proyecto entonces las grabaciones que muestren a su hijo no serán usadas

Para asegurar la confidencialidad y protección para su hijo yo aseguro que:

- Las grabaciones solo serán usadas para fines académicos y educativos
- Usted podrá preguntar por las grabaciones y ver cualquier video de su hijo
- Usted podrá solicitar que algunas partes del video que muestren a su hijo no sean mostradas a otros

El profesor de clase de su hijo a acordado ser parte del estudio. Además, se cuenta con un permiso por parte de la escuela, el rector y el departamento de educación y también han acordado ser parte y permitir el estudio. Estoy agradecido por este apoyo, gracias por considerar este estudio. Si desea hablarme para más información acerca de este proyecto por favor contactarse a (dancito94@me.com) teléfono (3218653798), o puede buscarme cuando este de visita en la escuela de su hijo.

Podría por favor completar el formato adjunto y entregarlo al profesor de su hijo en la fecha (03/05/2017).

Gracias por su atención prestada,

Daniel Fernando Calle Torres y Daniela Agudelo largo.

Formato de consentimiento del profesor

Estoy de acuerdo/no estoy de acuerdo en participar en el estudio realizado por el practicante (Daniel Fernando Calle Torres) en el (Instituto Técnico Superior De Pereira).

Yo entiendo que el estudio incluirá grabaciones de vos y de video de mis estudiantes y mi clase.

También entiendo que mi identidad no será revelada y que podré terminar con la participación del proyecto en cualquier momento.

Firma: _____

Nombre: _____

Fecha: _____

Formato de consentimiento de los padres

Estoy de acuerdo/no estoy de acuerdo por la participación de mi hijo

_____ en el estudio realizado por el
practicante (Daniel Fernando Calle Torres) en el (Instituto Técnico Superior De Pereira).

Yo entiendo que la identidad de mi hijo permanecerá confidencial y que yo podré terminar el proceso
de mi hijo en el estudio en cualquier momento.

Firma: _____

Nombre: _____

Relación con el niño: _____

Fecha: _____

10.7 Appendix 7



Figure 1: Dramatic play corner homemade material.



Figure 2: Homemade material for pretended aquarium field trip.

10.8 Appendix 8

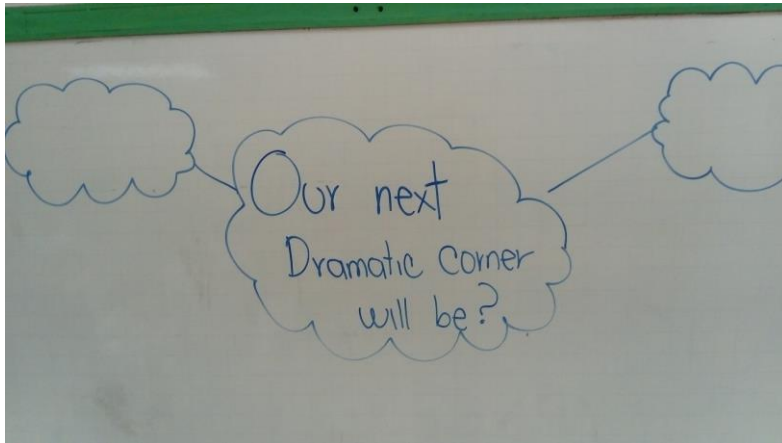


Figure 1: Webinar or spidergram used to decide the upcoming theme.

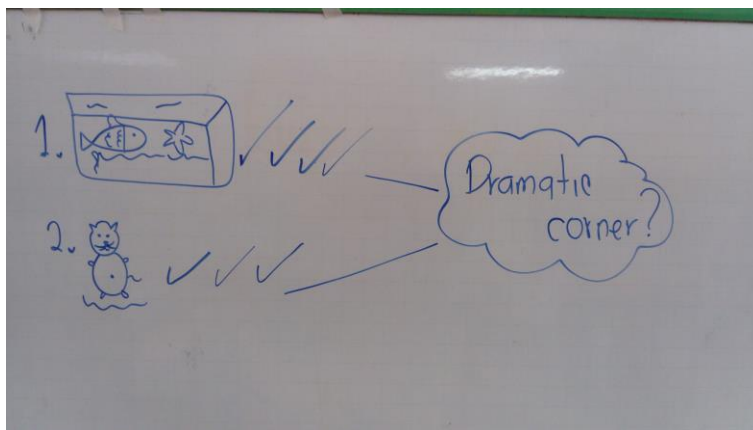


Figure 2: Webinar showing the options provided for the theme selection and its choice.



Figure 3: Supportive homemade flashcards for teaching emotions.



Figure 4: Supportive matching activity for the “Going to the grocery store” theme.



Figure 5: Supportive flashcards for “Going to the grocery store” theme.



Figure 6: Puzzle activity to enhance fine motor skills.



Figure 7: Dramatic play corner “Pizza place” theme.



Figure 8: Dramatic corner interaction “Going to the aquarium” theme.

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AC%E2%84%A2%20SPEAKING%20SKILL](http://download.portalgaruda.org/article.php?article=292339&val=5784&title=THE%20IMPLEMENTATION%20OF%20THEME-BASED%20TEACHING%20TO%20IMPROVE%20STUDENTS%C3%A2%E2%82%AC%E2%84%A2%20SPEAKING%20SKILL)

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